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THE NATIONAL COMMITTEE ON MATHEMATICAL REQUIREMENTS.

The National Committee on Mathematical Requirements was organized in the late summer of 1916 for the purpose of giving national expression to the movement for reform in the teaching of mathematics which had gained considerable headway in various parts of the country.

The membership of the Committee at present is as follows:

Representing the colleges: A. R. Crathorne, University of Illinois; C. N. Moore, University of Cincinnati; E. H. Moore, University of Chicago; D. E. Smith, Columbia University; H. W. Tyler, Massachusetts Institute of Technology; J. W. Young, Dartmouth College (chairman).

Representing the secondary schools: Vevia Blair, Horace Mann School, New York (representing the Association of Teachers of Mathematics in the Middle States and Maryland); W. F. Downey, English High School, Boston (representing the Association of Teachers of Mathematics in New England); J. A. Foberg, Crane Technical High School, Chicago (vice-chairman) (representing the Central Association of Science and Mathematics Teachers); A. C. Olney, Commissioner of Secondary Education, Sacramento, California; Raleigh Schorling, The Lincoln School, New York; P. H. Underwood, Ball High School, Galveston, Texas; Eula Weeks, Cleveland High School, St. Louis, Mo.

Last May, the committee was fortunate in securing an appropriation of \$16,000 from the General Education Board, which has made it possible greatly to extend its work. This work is being planned on a large scale for the purpose of organizing a nation-wide discussion of the problems of reorganizing the courses in mathematics in secondary schools and colleges and of improving the teaching of mathematics.

J. W. Young and J. A. Foberg have been selected by the committee to devote their whole time to this work during the coming year. To this end they have been granted leaves of absence by their respective institutions.

The following work is being undertaken immediately.

1. To make a careful study of all that has been said and done, here and abroad, in the way of improving the teaching of mathematics during recent years.

2. To prepare a bibliography of recent literature on the subject.

3. To make a collection of recent text-books on secondary school and elementary college mathematics.

4. To prepare reports on various phases of the problem of reform. Eleven such reports are already under way and others are being projected.

5. To establish contact with existing organizations of teachers with the purpose of organizing a nation-wide study and discussion of the committee's problem. The committee hopes to induce such organizations to adopt this problem as their program for the year. It is ready to furnish material for programs and also to furnish speakers at meetings. The organizations in their turn are to furnish the committee with the results of their discussions and any action taken. In this way it is hoped that the committee can act as a clearing house for ideas and projects and can be of assistance in coördinating possible divergent views entertained by different organizations.

6. To promote the formation of new organizations of teachers where such organizations are needed and do not exist at the present time. These organizations may be sectional, covering a considerable area, or they may consist merely of local clubs which can meet at frequent intervals for the discussion and study of the problems of the committee. It is hoped that such clubs can be organized in all the larger cities where they do not already exist.

7. To establish contact directly with individual teachers. The committee feels that this is necessary in addition to their work through organizations in order to induce such individuals to become active and in order to make the work through organizations effective. Plans for establishing this contact with individuals on a large scale are under consideration, possibly through the publication of a bulletin. These plans, however, are as yet in a tentative stage.

Organizations can be of assistance by sending to the com-

mittee a statement of the name of the organization, its officers for the coming year, the time and place of its meetings and information regarding proposed programs. If any organization has within the last ten years issued any reports on topics connected with the work of the committee, copies of such reports should, if available, be sent both to Mr. Young and Mr. Foberg. If this is impossible, a statement regarding the character and place of publication of any such reports would be welcome.

Individuals can be of assistance—(1) by keeping the committee informed of matters of interest that come to their notice; (2) by suggesting ways in which the committee can be helpful; (3) by sending to the committee in duplicate reprints of any articles they publish on subjects connected with the committee's work; (4) by furthering the work of the committee among their colleagues, organizing discussions, etc.

It is not too much to say that the existence of this committee with its present resources gives the teachers of mathematics, both individually and through their organizations, a unique opportunity to do really constructive work of the highest importance in the direction of reform. They can surely be counted on to make the most of this opportunity.